

# Strand 3 Chapter 14 Leading and managing people (3 weeks)

## Learning Outcomes

- 14.1** Discuss the internal and external factors that impact on workforce planning.
- 14.2** Outline the key stages in the recruitment process and suggest how organisations might adopt ethical approaches to recruitment.
- 14.3** Evaluate how digital technologies influence the process of recruitment and selection.
- 14.4** Investigate the factors that impact on employee motivation.
- 14.5** Describe what is meant by effective employee appraisal.
- 14.6** Identify a number of approaches to appraisal and analyse how these approaches might contribute to employee motivation.
- 14.7** Explain what is meant by human capital management and outline how the organisational environment is a factor in its development.
- 14.8** Investigate the different types of training and professional development that may be offered to employees and outline why ongoing training and professional development is an important aspect of human capital management.
- 14.9** Appreciate the opportunities and challenges associated with working in teams for both employees and employers.
- 14.10** Outline how employers and employees can work together to create a more sustainable workplace
- 14.11** Investigate how digital technology impacts on the workplace.
- 14.12** Identify the opportunities and challenges associated with remote and blended working arrangements for both employees and employers
- 14.13** Analyse the ethical and sustainability issues associated with remote and blended working
- 14.14** Outline the importance of corporate wellness\* and investigate the impact of corporate wellness on employee motivation and organisational culture
- 14.15** Identify the role of leadership in promoting corporate wellness.

# Chapter Overview and Introduction

From the Specification (Pg 23 of NCCA Doc):

"In this strand, approaches to recruitment, selection and appraisal are explored and students have an opportunity to consider the impact of digital technology and to recognise the value of human capital and professional development in the workplace. The significance of organisational culture is also considered in this strand, with an opportunity for students to consider the opportunities and challenges associated with new ways of working and to understand the importance of focusing on employee wellbeing."

**Chapter starts on page 244**

## Primer Questions

### 1. What makes a workplace a good place to work?

Teacher Prompts:

- What helps people enjoy their job or feel proud of it?
- Does pay matter most, or do other factors (team, culture, flexibility) count more?
- How can leadership or workplace design influence this?

Extension Questions:

- How could corporate wellness activities/initiatives make a workplace better?
- Which factors might matter most to young workers starting out?

### 2. Name businesses you would like to work for, and give reasons why.

Teacher Prompts:

- Think about businesses with reputations for being good employers, what do they do differently?
- Is it their brand image, benefits, ethics, or opportunities for growth/money?

Extension Questions:

- Would you rather work for a small local business or a multinational? Why?
- How important is company culture when choosing where to work?

### 3. Do you know any businesses that find it hard to keep their staff?

Teacher Prompts:

- What kind of jobs have high turnover rates?
- Why might people leave -> pay, stress, management, lack of development?
- How could motivation, training, or wellness programmes help?

Extension Questions:

- What can a business do to improve retention?
- Is pay always the main reason people leave a job?

### 4. What do you think makes it hard for a business to attract staff?

Teacher Prompts:

- What might make someone not apply for a job?
- How do pay, location, reputation, or management style affect this?
- How might ethical recruitment or diversity policies improve attraction?

Extension Questions:

- How does technology (LinkedIn, job sites) help recruitment?
- What could a business do to stand out to potential employees?

## Hook for the chapter – content in chapter PowerPoint to go with each

Begin the activity by playing a short RTÉ News segment on remote or hybrid working to activate prior knowledge and set context for discussion from the Powerpoint.

Then distribute the *Irish Times article* and worksheet, which explores how blurred work–life boundaries, isolation, and wellness challenges affect motivation and productivity. Students analyse the article through five guided questions with teacher prompts provided, linking directly to Learning Outcomes 14.12–14.15 on remote work, ethics, wellbeing, and leadership responsibility for corporate wellness.

Answer on sheet, in groups or on whiteboards.

**Video -> <https://www.youtube.com/watch?v=cVYG86GjwOQ>**

**Worksheet -> <https://backinbusinesshub.com/wp-content/uploads/2025/11/Ch14-Starter-and-Teacher.pdf>**

## Useful business examples, stories, links, videos, resources...

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

## Digital hub links (these will become hyperlinks as they get added over the summer):

[PowerPoint](#)

[Class exams with solutions](#)

[Worksheet for the Introduction Hook](#)

[Kahoot for formative assessment](#)

[Flashcards for formative assessment](#)

[Suggested solutions to workbook](#)

[Suggested solutions to sample paper questions](#)

## Key information for the chapter:

| Strand 3 Chapter 14<br>Leading and managing people                                                                                                                                                                                                                 |                                                                                                                                       | 3 weeks |      |                       |                       |                  |     |                  |                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------|------|-----------------------|-----------------------|------------------|-----|------------------|------------------|
| Learning Intention                                                                                                                                                                                                                                                 | Learning Outcome                                                                                                                      | Pg      | Mins | Activity Book (HL Qs) | Activity Book (OL Qs) | HL1              | HL2 | OL1              | OL2              |
| the significance of human capital* management, induction, training and professional development for organisations and employees, and how employees can learn from their experiences.                                                                               | 14.7 Explain what is meant by human capital management and outline how the organisational environment is a factor in its development. | 245-246 | 40   | Q1                    | Q1                    |                  |     |                  |                  |
| the range of factors that impact on workforce planning in an organisation, the key stages in recruitment including identification, application and selection, and the significance of ethics in workforce planning (including equality, diversity, and inclusion). | 14.1 Discuss the internal and external factors that impact on workforce planning.                                                     | 247-248 | 30   | Q2                    | Q2                    |                  |     |                  |                  |
| the range of factors that impact on workforce planning in an organisation, the key stages in recruitment including identification, application and selection, and the significance of ethics in workforce planning (including equality, diversity, and inclusion). | 14.2 Outline the key stages in the recruitment process and suggest how organisations might adopt ethical approaches to recruitment.   | 249-251 | 40   | Q3                    | Q3                    |                  |     |                  |                  |
| how digital developments change the process of recruitment and selection                                                                                                                                                                                           | 14.3 Evaluate how digital technologies influence the process of recruitment and selection.                                            | 252,    | 20   | Q4                    | Q3                    | HL1<br>Q4<br>(c) |     |                  |                  |
| motivation and the importance of appraisal in the workplace, and how organisations may adapt different approaches to appraisal including self-appraisal, formative and summative appraisal and the 360-degree                                                      | 14.4 Investigate the factors that impact on employee motivation.                                                                      | 253-254 | 30   | Q5                    | Q4                    |                  |     | OL1<br>Q3<br>(e) | OL2<br>Q5<br>(e) |

|                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                  |         |    |    |    |  |                  |  |                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----|----|----|--|------------------|--|------------------|
| approach to review employee performance and motivate employees.                                                                                                                                                                                                               |                                                                                                                                                                                                                                  |         |    |    |    |  |                  |  |                  |
| motivation and the importance of appraisal in the workplace, and how organisations may adapt different approaches to appraisal including self-appraisal, formative and summative appraisal and the 360-degree approach to review employee performance and motivate employees. | 14.5 Describe what is meant by effective employee appraisal.                                                                                                                                                                     | 255,    | 20 | Q5 | Q4 |  | HL2<br>Q2<br>(b) |  |                  |
| motivation and the importance of appraisal in the workplace, and how organisations may adapt different approaches to appraisal including self-appraisal, formative and summative appraisal and the 360-degree approach to review employee performance and motivate employees. | 14.6 Identify a number of approaches to appraisal and analyse how these approaches might contribute to employee motivation.                                                                                                      | 256,    | 20 | Q6 | Q4 |  |                  |  |                  |
| the significance of human capital* management, induction, training and professional development for organisations and employees, and how employees can learn from their experiences.                                                                                          | 14.8 Investigate the different types of training and professional development that may be offered to employees and outline why ongoing training and professional development is an important aspect of human capital management. | 257-258 | 40 | Q7 | Q6 |  |                  |  | OL2<br>Q1<br>(d) |
| teamwork and how collaboration impacts on both the employee and the organisation                                                                                                                                                                                              | 14.9 Appreciate the opportunities and challenges associated with working in teams for both employees and employers.                                                                                                              | 259-260 | 40 | Q8 | Q7 |  |                  |  | OL2<br>Q4<br>(d) |
| how both employers and employees can contribute to more sustainable workplaces                                                                                                                                                                                                | 14.10 Outline how employers and employees can work together to create a more sustainable workplace.                                                                                                                              | 261,    | 20 | Q9 | Q8 |  |                  |  |                  |

|                                                                                                                                                                                                              |                                                                                                                                                         |             |     |        |     |            |            |            |            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----|--------|-----|------------|------------|------------|------------|
| the disruptive impact of digital technology with a particular focus on how diverse ways of working including remote and blended work practices impact on both employers and employees and the world of work. | 14.11 Investigate how digital technology impacts on the workplace.                                                                                      | 262-263     | 30  | Q10    |     |            | HL2 Q2 (e) |            |            |
| the disruptive impact of digital technology with a particular focus on how diverse ways of working including remote and blended work practices impact on both employers and employees and the world of work. | 14.12 Identify the opportunities and challenges associated with remote and blended working arrangements for both employees and employers.               | 264,        | 20  | Q10    | Q9  | HL1 Q1 (b) |            | OL1 Q3 (b) |            |
| the disruptive impact of digital technology with a particular focus on how diverse ways of working including remote and blended work practices impact on both employers and employees and the world of work. | 14.13 Analyse the ethical and sustainability issues associated with remote and blended working.                                                         | 265,        | 20  | Q10    | Q9  |            |            |            |            |
| the importance of maintaining a focus on wellbeing in the workplace and the key role of the leader in fostering corporate wellbeing.                                                                         | 14.14 Outline the importance of corporate wellness* and investigate the impact of corporate wellness on employee motivation and organisational culture. | 266-268     | 50  | Q11    |     | HL1 Q4 (d) |            |            | OL2 Q1 (e) |
| the importance of maintaining a focus on wellbeing in the workplace and the key role of the leader in fostering corporate wellbeing.                                                                         | 14.15 Identify the role of leadership in promoting corporate wellness.                                                                                  | 269,        | 20  | Q11    | Q9  |            |            | OL1 Q3 (c) |            |
|                                                                                                                                                                                                              |                                                                                                                                                         | Total Time: | 400 | Hours: | 6.7 |            |            |            |            |

# S3 Ch 14 Leading and managing people (L.O. 14.7)

Textbook Pages: 245-246

Activity Book: HL Q1 | OL Q1

Time Allocation: 40 minutes

|                                  |                                                                                                                                                                                      |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Outcome</b>          | 14.7 Explain what is meant by human capital management and outline how the organisational environment is a factor in its development.                                                |
| <b>Students Learn About</b>      | The significance of human capital* management, induction, training and professional development for organisations and employees, and how employees can learn from their experiences. |
| <b>Sample Paper Q</b>            | None                                                                                                                                                                                 |
| <b>Create other potential Qs</b> |                                                                                                                                                                                      |

## Specification Language Decoded

**Explain:** Give a detailed account including reasons or causes

**Outline:** Give the main points; restrict to essential points of information

**Human capital:** The competencies embodied in people, invested in, and developed to help them to be more productive and realise their potential.

| Know                                                                                                                                                                                                                                                                                                               | Understand                                                                                                                              | Be able to do                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Human capital management (HCM) is how a business recruits, develops, motivates and retains employees to achieve its goals.</li><li>The organisational environment, such as culture, structure, leadership and communication, affects how HCM operates in practice.</li></ul> | <ul style="list-style-type: none"><li>That HCM treats people as a key resource that drives performance and long-term success.</li></ul> | <ul style="list-style-type: none"><li>Explain what is meant by human capital management and describe how the organisational environment impacts it.</li><li>Give examples of how good culture or leadership can strengthen HCM in a business.</li></ul> |

## Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                                                        | Extension Opportunities                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use a short case or mini-scenario (e.g. a business introducing staff wellness and training initiatives) and ask students to identify how these actions support HCM goals. | Ask students to research an Irish business recognised as a “Great Place to Work” and identify how its culture and leadership contribute to strong human capital management. |

## Note

This learning outcome was placed at the start of the chapter to frame all other functions (recruitment, motivation, training) as elements of human capital management.

# S3 Ch 14 Leading and managing people (L.O. 14.1)

Textbook Pages: 247-248

Activity Book: HL Q2 | OL Q2

Time Allocation: 30 minutes

|                           |                                                                                                                                                                                                                                                                    |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome          | 14.1 Discuss the internal and external factors that impact on workforce planning.                                                                                                                                                                                  |
| Students Learn About      | The range of factors that impact on workforce planning in an organisation, the key stages in recruitment including identification, application and selection, and the significance of ethics in workforce planning (including equality, diversity, and inclusion). |
| Sample Paper Q            | None                                                                                                                                                                                                                                                               |
| Create other potential Qs |                                                                                                                                                                                                                                                                    |

## Specification Language Decoded

**Discuss:** Offer a considered, balanced review that includes a range of arguments, factors or hypotheses and is supported by appropriate evidence

| Know                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Understand                                                                                                                                                                                                                                                                                | Be able to do                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Workforce planning means analysing current and future staffing needs to ensure the right number of people with the right skills are available.</li><li>• Internal factors such as business objectives, staff turnover and existing skills influence workforce planning decisions.</li><li>• External factors such as labour market conditions, technology, the economy and government policies also affect workforce planning.</li></ul> | <ul style="list-style-type: none"><li>• That workforce planning helps businesses prepare for change, avoid skill shortages and manage costs effectively.</li><li>• That internal and external influences can create both opportunities and challenges for planning staff needs.</li></ul> | <ul style="list-style-type: none"><li>• Discuss a number of internal and/or external factors that affect workforce planning.</li></ul> |

## Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                               | Extension Opportunities                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Give students short examples of internal and external factors and have them sort them into two lists, explaining how each might affect staffing. | Ask students to research a recent Irish news story about skills shortages or layoffs and link it to internal or external factors influencing workforce planning.<br><br>E.g. Global tech/office redundancies impacting Irish operations: e.g., Amazon |

## Note

-

# S3 Ch 14 Leading and managing people (L.O. 14.2)

Textbook Pages: 249-251

Activity Book: HL Q3 | OL Q3

Time Allocation: 40 minutes

|                           |                                                                                                                                                                                                                                                                                    |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome          | 14.2 Outline the key stages in the recruitment process and suggest how organisations might adopt ethical approaches to recruitment.                                                                                                                                                |
| Students Learn About      | the range of factors that impact on workforce planning in an organisation, the key stages in recruitment including <b>identification, application and selection</b> , and the significance of ethics in workforce planning (including <b>equality, diversity, and inclusion</b> ). |
| Sample Paper Q            | None                                                                                                                                                                                                                                                                               |
| Create other potential Qs |                                                                                                                                                                                                                                                                                    |

## Specification Language Decoded

**Outline:** Give the main points; restrict to essential points of information

| Know                                                                                                                                                                                                                                                                      | Understand                                                                                                                         | Be able to do                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• The three main stages in the recruitment process are identification, application and selection.</li><li>• Ethical recruitment means ensuring fairness, equality, diversity and inclusion at every stage of the process.</li></ul> | That fair and transparent recruitment benefits both the employer and applicants and builds a positive reputation for the business. | <ul style="list-style-type: none"><li>• Outline the main stages of the recruitment process and describe what happens at each stage.</li><li>• Suggest ways a business can adopt ethical approaches to recruitment, such as unbiased advertising and equal access for all candidates. (equality, diversity, and inclusion)</li></ul> |

## Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                                                            | Extension Opportunities                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide students with a fictional job advertisement and ask them to identify which parts show good ethical practice and which could be improved for fairness and inclusivity. | Have students research the recruitment page of a major Irish employer (e.g. Google, ESB, or Musgrave Group) and identify examples of inclusive or ethical recruitment policies. |

## Note

-

# S3 Ch 14 Leading and managing people (L.O. 14.3)

Textbook Pages: 252

Activity Book: HL Q4 | OL Q3

Time Allocation: 20 minutes

|                           |                                                                                                                         |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome          | 14.3 Evaluate how digital technologies influence the process of recruitment and selection.                              |
| Students Learn About      | how digital developments change the process of recruitment and selection                                                |
| Sample Paper Q            | <b>HL1 Q4 (c)</b> Evaluate how digital technologies can influence the recruitment and selection process for businesses. |
| Create other potential Qs |                                                                                                                         |

## Specification Language Decoded

**Evaluate:** Collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions, or methods

| Know                                                                                                                                                                                                                                                                                                             | Understand                                                                                                                                                                                                                                                                                                                                             | Be able to do                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Digital technologies such as LinkedIn, online job boards, and Applicant Tracking Systems (ATS) are widely used to advertise roles and screen candidates.</li><li>Video interviews, online assessments and AI tools now play a key role in the selection process.</li></ul> | <ul style="list-style-type: none"><li>That digital recruitment makes hiring faster and more efficient but can create risks such as bias, cost, or over-reliance on automated systems.</li><li>That technology has transformed how businesses find and assess candidates, expanding reach while raising ethical and data protection concerns.</li></ul> | <ul style="list-style-type: none"><li>Evaluate the benefits and limitations of digital technologies in recruitment and selection.</li><li>Use examples to show how technology can both improve and complicate the hiring process.</li></ul> |

## Opportunities to differentiate for this Learning Outcome

| Support Strategies | Extension Opportunities                                                                                                                                                               |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | Ask students to research how Irish companies such as Indeed, LinkedIn, or recruitment agencies use AI or data analytics in recruitment, and to discuss one ethical concern it raises. |

## Note

-

# S3 Ch 14 Leading and managing people (L.O. 14.4)

Textbook Pages: 253-254

Activity Book: HL Q5 | OL Q4

Time Allocation: 3 minutes

|                           |                                                                                                                                                                                                                                                                                                   |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome          | 14.4 Investigate the factors that impact on employee motivation.                                                                                                                                                                                                                                  |
| Students Learn About      | Motivation and the importance of appraisal in the workplace, and how organisations may adapt different approaches to appraisal including self-appraisal, formative and summative appraisal and the 360-degree approach to review employee performance and motivate employees.                     |
| Sample Paper Q            | <b>OL1 Q3 (e)</b> Outline two factors, apart from pay, that can improve employee motivation in the workplace.<br><b>OL2 Q5 (e)</b> (i) Explain the term employee appraisal.<br>(ii) Describe how an effective employee appraisal process could lead to a more motivated and productive workforce. |
| Create other potential Qs |                                                                                                                                                                                                                                                                                                   |

## Specification Language Decoded

**Investigate:** Observe, study, or make a detailed and systematic examination, in order to establish facts and/or reach new

**Outline:** Give the main points; restrict to essential points of information conclusions

**Explain:** Give a detailed account including reasons or causes

**Describe:** Give a detailed account of the main points of a topic using words, diagrams, examples and/or images where appropriate

| Know                                                                                                                                                                                                                                                                                 | Understand                                                                                                                                                                                                                               | Be able to do                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Motivation is what drives employees to perform well and stay committed to the business.</li><li>• Factors influencing motivation include pay, working conditions, recognition, teamwork, and opportunities for career progression.</li></ul> | <ul style="list-style-type: none"><li>• That motivation affects productivity, morale, and retention.</li><li>• That different employees are motivated by different factors depending on their needs, circumstances, and goals.</li></ul> | <ul style="list-style-type: none"><li>• Identify and describe key factors that improve motivation in the workplace.</li><li>• Explain how motivation links to employee appraisal and overall business performance.</li></ul> |

## Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                                                                                 | Extension Opportunities                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Show a short motivational video or visual (e.g. Maslow's Hierarchy of Needs pyramid or a simple workplace scenario) and have students discuss which needs are being met or unmet for the employee. | Ask students to research a company known for strong employee motivation (e.g. Supermac's, Lidl, or Google Ireland) and describe one strategy it uses to motivate staff beyond pay. |

## Note

Links to next LO 14.5 on appraisals and how they help motivate staff.

# S3 Ch 14 Leading and managing people (L.O. 14.5)

Textbook Pages: 255

Activity Book: HL Q5 | OL Q4

Time Allocation: 20 minutes

|                           |                                                                                                                                                                                                                                                                               |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome          | 14.5 Describe what is meant by effective employee appraisal.                                                                                                                                                                                                                  |
| Students Learn About      | motivation and the importance of appraisal in the workplace, and how organisations may adapt different approaches to appraisal including self-appraisal, formative and summative appraisal and the 360-degree approach to review employee performance and motivate employees. |
| Sample Paper Q            | <b>HL2 Q2 (b)</b> Explain two ways to ensure an effective appraisal process.                                                                                                                                                                                                  |
| Create other potential Qs |                                                                                                                                                                                                                                                                               |

## Specification Language Decoded

**Describe:** Give a detailed account of the main points of a topic using words, diagrams, examples and/or images where appropriate

**Explain:** Give a detailed account including reasons or causes

| Know                                                                                                                                                                                                                                                                                                   | Understand                                                                                                                                                                                                                                                       | Be able to do                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Employee appraisal is the process of evaluating an employee's performance, progress and contribution to the business.</li><li>Effective appraisal involves regular feedback, clear communication, and agreed SMART goals between manager and employee.</li></ul> | <ul style="list-style-type: none"><li>That effective appraisals improve motivation, build trust, and support professional growth.</li><li>That appraisals are most successful when they are continuous and collaborative, rather than one-off reviews.</li></ul> | <ul style="list-style-type: none"><li>Describe what makes an appraisal process effective.</li><li>Explain how effective appraisals can improve motivation and performance in the workplace.</li></ul> |

## Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                                                                                   | Extension Opportunities |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Use a short role-play where students give each other appraisals, create scripts to use for the manager. They can identify features that make it effective (e.g. two-way communication, clear goals). |                         |

## Note

This outcome prepares students for LO 14.6, where they explore different appraisal approaches in more detail.

# S3 Ch 14 Leading and managing people (L.O. 14.6)

Textbook Pages: 256

Activity Book: HL Q6 | OL Q4

Time Allocation: 20 minutes

|                           |                                                                                                                                                                                                                                                                                      |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome          | 14.6 Identify a number of approaches to appraisal and analyse how these approaches might contribute to employee motivation.                                                                                                                                                          |
| Students Learn About      | motivation and the importance of appraisal in the workplace, and how organisations may adapt different approaches to appraisal including <b>self-appraisal, formative and summative appraisal and the 360-degree approach</b> to review employee performance and motivate employees. |
| Sample Paper Q            | None                                                                                                                                                                                                                                                                                 |
| Create other potential Qs |                                                                                                                                                                                                                                                                                      |

## Specification Language Decoded

**Identify:** Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature

| Know                                                                                                                                                                                                                                                                                                     | Understand                                                                                                                                                                        | Be able to do                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• There are several approaches to employee appraisal, including self-appraisal, formative appraisal, summative appraisal and the 360-degree approach.</li><li>• Each method is used to evaluate performance, provide feedback and encourage development.</li></ul> | <ul style="list-style-type: none"><li>• That effective appraisal approaches can boost motivation by recognising effort, encouraging growth and improving communication.</li></ul> | <ul style="list-style-type: none"><li>• Identify and describe different approaches (self-appraisal, formative and summative appraisal and the 360-degree approach) to employee appraisal.</li><li>• Analyse how these appraisal methods can contribute to employee motivation and performance.</li></ul> |

## Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                        | Extension Opportunities |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Provide students with short descriptions of each appraisal method and have them match each to its main feature or benefit for motivation. |                         |

## Note

# S3 Ch 14 Leading and managing people (L.O. 14.8)

Textbook Pages: 257-258

Activity Book: HL Q7 | OL Q6

Time Allocation: 40 minutes

|                           |                                                                                                                                                                                                                                                        |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome          | 14.8 Investigate the different types of training and professional development that may be offered to employees and outline why ongoing training and professional development is an important aspect of human capital management.                       |
| Students Learn About      | the significance of human capital* management, induction, training and professional development for organisations and employees, and how employees can learn from their experiences                                                                    |
| Sample Paper Q            | <b>OL2 Q1 (d)</b> (i) Name and explain two different types of training that may be offered to employees.<br>(ii) Outline one reason why ongoing training and professional development of employees is an important aspect of human capital management. |
| Create other potential Qs |                                                                                                                                                                                                                                                        |

## Specification Language Decoded

**Investigate:** Observe, study, or make a detailed and systematic examination, in order to establish facts and/or reach new

**Outline:** Give the main points; restrict to essential points of information conclusions

**Explain:** Give a detailed account including reasons or causes

## R&R activity

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pg 258 | <p><b>This could be used as a debate or walking debate around carrying levels or attitudes.</b></p> <p><b>1. Should an employee be provided with training, regardless of whether they will stay with an organisation? Why?</b><br/> <b>Teacher Prompts:</b></p> <ul style="list-style-type: none"> <li>• What are the benefits to the business of providing training even if staff might leave?</li> <li>• Does offering training build loyalty or risk wasting money?</li> <li>• How could this link to the idea of human capital management?</li> </ul> <p><b>2. If you were an employer, would it be fair to have employees pay for their own training if they leave within a certain time?</b><br/> <b>Teacher Prompts:</b></p> <ul style="list-style-type: none"> <li>• How could this policy affect morale and motivation?</li> <li>• Would it encourage loyalty or discourage staff from seeking training?</li> <li>• What would be a fair timeframe for such a policy?</li> </ul> <p><b>3. How much training would you offer to your staff?</b><br/> <b>Teacher Prompts:</b></p> <ul style="list-style-type: none"> <li>• Would you offer training equally to all employees or focus on certain roles?</li> <li>• How would your training choices link to business goals and performance?</li> <li>• What balance would you strike between cost and value?</li> </ul> |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |            |               |
|------|------------|---------------|
| Know | Understand | Be able to do |
|------|------------|---------------|

|                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Training and professional development help employees gain new skills, improve performance and adapt to change.</li> <li>• Common types include induction training, on-the-job training, off-the-job training and continuous professional development (CPD).</li> </ul> | <ul style="list-style-type: none"> <li>• That ongoing training is essential to human capital management because it strengthens employee capability, motivation and retention.</li> <li>• That investment in training benefits both employees (through skill growth) and employers (through improved productivity and competitiveness).</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and describe different types of training and professional development offered to employees.</li> <li>• Explain why ongoing training and professional development are vital to effective human capital management.</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                                                         | Extension Opportunities |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Show visuals of different training methods (e.g. induction, online modules, mentoring) and have students label which type each represents and how it supports development. |                         |

#### Note

# S3 Ch 14 Leading and managing people (L.O. 14.9)

Textbook Pages: 259-260

Activity Book: HL Q8 | OL Q7

Time Allocation: 40 minutes

|                           |                                                                                                                     |
|---------------------------|---------------------------------------------------------------------------------------------------------------------|
| Learning Outcome          | 14.9 Appreciate the opportunities and challenges associated with working in teams for both employees and employers. |
| Students Learn About      | Teamwork and how collaboration impacts on both the employee and the organisation                                    |
| Sample Paper Q            | <b>OL2 Q4 (d)</b> Outline two benefits that teamwork brings to an organisation                                      |
| Create other potential Qs |                                                                                                                     |

## Specification Language Decoded

**Appreciate:** Recognise the meaning, value, or importance of or have a practical understanding of

**Outline:** Give the main points; restrict to essential points of information

## R&R activity

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pg 260 | <p><b>1. Outline three benefits and three challenges of firms embracing digital technology for use in their teams.</b></p> <p><b>Teacher Prompts:</b></p> <ul style="list-style-type: none"><li>• How does technology make teamwork easier or more efficient?</li><li>• What problems can arise when teams rely too much on digital tools?</li></ul> <p><b>Suggested Responses:</b></p> <ul style="list-style-type: none"><li>• Benefits include faster communication, easier file sharing and flexible remote collaboration.</li><li>• Challenges include reduced personal connection and the risk of technical or communication breakdowns.</li></ul> <p><b>2. In your opinion, does technology always improve teamwork? Why or why not?</b></p> <p><b>Teacher Prompts:</b></p> <ul style="list-style-type: none"><li>• When might technology improve team performance?</li><li>• When could it make teamwork harder or less personal?</li></ul> <p><b>Suggested Responses:</b></p> <ul style="list-style-type: none"><li>• Technology improves teamwork when it connects people who otherwise couldn't collaborate easily.</li><li>• It can reduce motivation or trust if overused or if communication becomes impersonal.</li></ul> <p><b>3. Can you think of a situation where face-to-face teamwork might still be better than using technology?</b></p> <p><b>Teacher Prompts:</b></p> <ul style="list-style-type: none"><li>• What kind of work benefits most from in-person collaboration?</li><li>• How can body language or informal chat help a team perform better?</li></ul> <p><b>Suggested Responses:</b></p> <ul style="list-style-type: none"><li>• Creative or problem-solving sessions often work best face-to-face.</li><li>• In-person teamwork helps build stronger relationships and clearer understanding.</li></ul> |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |            |               |
|------|------------|---------------|
| Know | Understand | Be able to do |
|------|------------|---------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Opportunities of teamwork for employees include shared learning, peer support, motivation, and a sense of belonging; for employers, it can lead to higher productivity, creativity, and stronger workplace culture.</li> <li>• Challenges of teamwork for employees include conflict, unequal workload, or communication issues; for employers, challenges include managing group dynamics, maintaining accountability, and balancing individual and team goals.</li> </ul> | <ul style="list-style-type: none"> <li>• That teamwork offers opportunities such as learning from others, higher motivation and better problem-solving, but also challenges like conflict or uneven effort.</li> <li>• That technology and changing work patterns (remote, hybrid, flexible) have reshaped how teams collaborate, creating both benefits and new difficulties.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify opportunities and challenges of teamwork for both employees and employers.</li> <li>• Explain how technology and new work patterns affect teamwork and communication in modern workplaces.</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                                                                                                                                                                                                            | Extension Opportunities                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Run a short team-based activity or simulation (e.g. build or plan something simple) and ask students to identify one opportunity and one challenge they experienced while working together.</p> <p>Roles could include managers that don't take part in the task, but run it, and employees on teams working for them.</p> | <p>Ask students to research how a modern Irish business uses technology to manage teamwork (e.g. hybrid meetings, project platforms like Teams or Slack) and outline one opportunity and one challenge it faces.</p> |

# S3 Ch 14 Leading and managing people (L.O. 14.10)

Textbook Pages: 261

Activity Book: HL Q9 | OL Q8

Time Allocation: 20 minutes

|                           |                                                                                                    |
|---------------------------|----------------------------------------------------------------------------------------------------|
| Learning Outcome          | 14.10 Outline how employers and employees can work together to create a more sustainable workplace |
| Students Learn About      | How both employers and employees can contribute to more sustainable workplaces                     |
| Sample Paper Q            | None                                                                                               |
| Create other potential Qs |                                                                                                    |

## Specification Language Decoded

**Outline:** Give the main points; restrict to essential points of information

| Know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Understand                                                                                                                                                                                                                                                                                                                    | Be able to do                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• A sustainable workplace focuses on environmental, social and economic sustainability, protecting the planet, treating workers fairly, and ensuring the business remains financially viable.</li><li>• Employers contribute through ethical policies, fair pay, inclusion, and reducing environmental impact; employees support sustainability by following green practices, respecting diversity, and engaging in responsible behaviour at work.</li></ul> | <ul style="list-style-type: none"><li>• That sustainability in the workplace depends on cooperation between management and staff to achieve shared long-term goals.</li><li>• That balancing environmental actions with fair treatment, wellbeing and equality creates a stronger, more positive workplace culture.</li></ul> | <ul style="list-style-type: none"><li>• Outline practical ways employers and employees can work together to create a sustainable workplace.</li><li>• Give examples of environmental and social initiatives that benefit both the organisation and its employees.</li></ul> |

## Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                                                                                                                              | Extension Opportunities                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Show a short video or infographic highlighting sustainability practices in Irish workplaces (e.g. waste reduction, wellbeing programmes, inclusion policies). Have students identify one environmental and one social action from the examples. | Poster: Ask students to design a short “Sustainable Workplace Charter” outlining three commitments for employers and three for employees that support both environmental and social sustainability. |

## Note

This outcome links to the cross-cutting theme of Ethics and Sustainability, reinforcing the importance of fair, inclusive and environmentally responsible business practices.

# S3 Ch 14 Leading and managing people (L.O. 14.11)

Textbook Pages: 262-263

Activity Book: HL Q10

Time Allocation: 30 minutes

|                           |                                                                                                                                                                                                              |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome          | 14.11 Investigate how digital technology impacts on the workplace.                                                                                                                                           |
| Students Learn About      | the disruptive impact of digital technology with a particular focus on how diverse ways of working including remote and blended work practices impact on both employers and employees and the world of work. |
| Sample Paper Q            | <b>HL2 Q2 (e)</b> Evaluate how digital technologies have impacted the modern workplace.                                                                                                                      |
| Create other potential Qs |                                                                                                                                                                                                              |

## Specification Language Decoded

**Investigate:** Observe, study, or make a detailed and systematic examination, in order to establish facts and/or reach new

**Evaluate:** Collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions, or methods

| Know                                                                                                                                                                                                                                                                                                                                                       | Understand                                                                                                                                                                                                                                                                                                                                                                                     | Be able to do                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Digital technology has transformed how people work, communicate and collaborate, leading to new ways of working such as remote, hybrid and flexible arrangements.</li><li>Common digital tools in the workplace include video conferencing, cloud storage, artificial intelligence and automation systems.</li></ul> | <ul style="list-style-type: none"><li>That digital technology offers benefits such as increased flexibility, efficiency and access to global talent, but also brings challenges such as digital overload, isolation and cybersecurity risks.</li><li>That technology continues to reshape traditional work patterns, job roles and the expectations of both employers and employees.</li></ul> | <ul style="list-style-type: none"><li>Investigate how digital technology impacts the workplace and affects both employers and employees.</li><li>Analyse examples of how remote or blended working changes communication, productivity and work–life balance.</li></ul> |

## Opportunities to differentiate for this Learning Outcome

| Support Strategies | Extension Opportunities |
|--------------------|-------------------------|
|                    |                         |

## Note

# S3 Ch 14 Leading and managing people (L.O. 14.12)

Textbook Pages: 264

Activity Book: HL Q10 | OL Q9

Time Allocation: 20 minutes

|                                  |                                                                                                                                                                                                                                    |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Outcome</b>          | 14.12 Identify the opportunities and challenges associated with remote and blended working arrangements for both employees and employers                                                                                           |
| <b>Students Learn About</b>      | The disruptive impact of digital technology with a particular focus on how diverse ways of working including remote and blended work practices impact on both employers and employees and the world of work.                       |
| <b>Sample Paper Q</b>            | <b>HL1 Q1 (b)</b> Identify three challenges for ProjectOne with their current working arrangements (blended working)<br><b>OL1 Q3 (b)</b> Identify two benefits and two challenges associated with remote working for an employee. |
| <b>Create other potential Qs</b> |                                                                                                                                                                                                                                    |

## Specification Language Decoded

**Identify:** Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature

| Know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Understand                                                                                                                                                                                                                                                                                                                                      | Be able to do                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Remote and blended (hybrid) working arrangements combine working from home with time in the office.</li> <li>Opportunities for employees include flexibility, reduced commuting and improved work–life balance; for employers, access to wider talent and lower overhead costs.</li> <li>Challenges for employees include isolation, blurred boundaries and distractions at home; for employers, managing communication, performance and culture remotely.</li> </ul> | <ul style="list-style-type: none"> <li>That remote and blended working can improve productivity and wellbeing but may also impact collaboration, motivation and employee connection.</li> <li>That successful hybrid work requires trust, clear communication and the right use of digital tools to maintain teamwork and inclusion.</li> </ul> | <ul style="list-style-type: none"> <li>Identify opportunities and challenges of remote and blended work for both employers and employees.</li> <li>Explain how technology, leadership and workplace culture influence the success of these arrangements.</li> </ul> |

## Opportunities to differentiate for this Learning Outcome

| Support Strategies | Extension Opportunities                                                                                                                                       |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | Ask students to design a short “Remote Work Code” outlining three practical ways a business could support employees working from home effectively and fairly. |

## Note

# S3 Ch 14 Leading and managing people (L.O. 14.13)

Textbook Pages: 265

Activity Book: HL Q10 | OL Q9

Time Allocation: 20 minutes

|                           |                                                                                                                                                                                                              |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome          | 14.13 Analyse the ethical and sustainability issues associated with remote and blended working                                                                                                               |
| Students Learn About      | the disruptive impact of digital technology with a particular focus on how diverse ways of working including remote and blended work practices impact on both employers and employees and the world of work. |
| Sample Paper Q            | None                                                                                                                                                                                                         |
| Create other potential Qs |                                                                                                                                                                                                              |

## Specification Language Decoded

**Analyse:** Study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

| Know                                                                                                                                                                                                                                                                                                                                                                                                       | Understand                                                                                                                                                                                                                                                                                                                                                    | Be able to do                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Remote and blended working raise ethical and sustainability issues for both employers and employees.</li><li>• Ethical issues include fair treatment, data privacy, equal access to technology and maintaining work–life balance.</li><li>• Sustainability issues include reducing commuting emissions but increasing home energy use and digital waste.</li></ul> | <ul style="list-style-type: none"><li>• That businesses must balance the environmental benefits of remote work with social and ethical responsibilities such as fairness, inclusion and wellbeing.</li><li>• That sustainable digital work practices depend on responsible leadership, equitable policies and environmentally aware technology use.</li></ul> | <ul style="list-style-type: none"><li>• Analyse the ethical and sustainability issues linked to remote and blended working.</li></ul> |

## Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                                                                                                                 | Extension Opportunities |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Use a short class debate on the question: “Is remote work truly sustainable?” Split students into two groups to argue for and against, using examples such as reduced commuting, energy use at home, or digital access inequality. |                         |

## Note

# S3 Ch 14 Leading and managing people (L.O. 14.14)

Textbook Pages: 266-268

Activity Book: HL Q11

Time Allocation: 50 minutes

|                                  |                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Outcome</b>          | 14.14 Outline the importance of corporate wellness* and investigate the impact of corporate wellness on employee motivation and organisational culture                                                                                                                                                                                       |
| <b>Students Learn About</b>      | the importance of maintaining a focus on wellbeing in the workplace and the key role of the leader in fostering corporate wellbeing.                                                                                                                                                                                                         |
| <b>Sample Paper Q</b>            | <p><b>HL1 Q4 (d)</b> Discuss four ways employee motivation can be influenced by corporate wellness initiatives.</p> <p><b>OL2 Q1 (e)</b> PJ is committed to Corporate Wellness.</p> <p>(i) Identify evidence of this in his business.</p> <p>(ii) Outline one benefit to a business of maintaining a focus on wellbeing in the workplace</p> |
| <b>Create other potential Qs</b> |                                                                                                                                                                                                                                                                                                                                              |

## Specification Language Decoded

**Outline:** Give the main points; restrict to essential points of information

**Investigate:** Observe, study, or make a detailed and systematic examination, in order to establish facts and/or reach new

**Corporate wellness:** An organisational focus on equality, diversity, inclusivity and the overall wellbeing of the workforce to nurture a diverse, inclusive, and healthy workplace.

## R&R activity

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pg 268</b> | <p><b>1. Research the benefits:</b></p> <p><i>Question:</i> What are two benefits for businesses that achieve <i>The KeepWell Mark™</i>?</p> <p><b>Teacher Prompts:</b></p> <ul style="list-style-type: none"> <li>• What positive changes could accreditation bring to a business?</li> <li>• How might it affect employee motivation or reputation?</li> </ul> <p><b>2. Spotlight on success:</b></p> <p><i>Question:</i> Choose one Irish business that has been awarded <i>The KeepWell Mark™</i>. What wellbeing initiatives did they put in place to achieve it?</p> <p><b>Teacher Prompts:</b></p> <ul style="list-style-type: none"> <li>• What did the business do to meet the standard?</li> <li>• How might these actions benefit employees and performance?</li> </ul> <p><b>3. What do employers say?</b></p> <p><i>Question:</i> Read a testimonial from an employer who has gone through <i>The KeepWell Mark™</i> process. What message are they trying to send about their company culture?</p> <p><b>Teacher Prompts:</b></p> <ul style="list-style-type: none"> <li>• What values are they highlighting in their message?</li> <li>• How does this testimonial reflect their approach to leadership and people?</li> </ul> <p><b>4. Make the case:</b></p> <p><i>Question:</i> If you were a manager convincing senior leadership to apply for <i>The KeepWell Mark™</i>, what two arguments would you use?</p> <p><b>Teacher Prompts:</b></p> |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                   |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• How could the award improve business performance?</li> <li>• How could it enhance staff wellbeing and morale?</li> </ul> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Know                                                                                                                                                                                                                                                                                                                                                                                                                                     | Understand                                                                                                                                                                                                                                                                                               | Be able to do                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Corporate wellness focuses on improving employee health, wellbeing, inclusion and work–life balance.</li> <li>• Wellness programmes can include physical health initiatives, mental health supports, flexible work options and equality-focused policies.</li> <li>• Leaders play a key role in promoting wellness by setting the tone, allocating resources and leading by example.</li> </ul> | <ul style="list-style-type: none"> <li>• That a strong focus on wellness can improve employee motivation, reduce absenteeism and strengthen organisational culture.</li> <li>• That corporate wellness reflects an organisation’s values and commitment to equality, diversity and inclusion.</li> </ul> | <p><b>Be able to do</b></p> <ul style="list-style-type: none"> <li>• Outline the main elements of corporate wellness and explain why they are important in a modern workplace.</li> <li>• Evaluate how wellness initiatives influence employee motivation.</li> <li>• Evaluate how wellness initiatives contribute to a positive organisational culture.</li> </ul> |

#### Opportunities to differentiate for this Learning Outcome

| Support Strategies | Extension Opportunities                                                                                                                                                                                            |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | <p><b>Extension Opportunity</b></p> <p>Ask students to design a simple “Corporate Wellness Week” for a business, including two physical wellbeing ideas and two mental health or inclusion-focused activities.</p> |

#### Note

# S3 Ch 14 Leading and managing people (L.O. 14.15)

Textbook Pages: 269

Activity Book: HL Q11 | OL Q9

Time Allocation: 20 minutes

|                           |                                                                                                                                      |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome          | 14.15 Identify the role of leadership in promoting corporate wellness.                                                               |
| Students Learn About      | the importance of maintaining a focus on wellbeing in the workplace and the key role of the leader in fostering corporate wellbeing. |
| Sample Paper Q            | <b>OL1 Q3 (c)</b> State two ways a manager can promote corporate wellness.                                                           |
| Create other potential Qs |                                                                                                                                      |

## Specification Language Decoded

**Identify:** Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature

**Corporate wellness:** An organisational focus on equality, diversity, inclusivity and the overall wellbeing of the workforce to nurture a diverse, inclusive, and healthy workplace.

| Know                                                                                                                                                                                                                                                                                                                                                          | Understand                                                                                                                                                                            | Be able to do                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Leadership plays a key role in promoting corporate wellness by setting an example and creating a culture that values employee wellbeing.</li><li>Managers can promote wellness by communicating openly, recognising staff efforts, encouraging work–life balance, and providing access to wellbeing supports.</li></ul> | <ul style="list-style-type: none"><li>That when leaders prioritise wellness, it influences organisational culture and helps employees feel valued, motivated and supported.</li></ul> | <ul style="list-style-type: none"><li>Identify specific ways a leader or manager can promote corporate wellness within an organisation.</li></ul> |

## Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                                                                                                                                                                                                                                                                             | Extension Opportunities                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Provide a <b>matching pairs</b> exercise linking leadership actions (e.g. “promotes open communication”, “models healthy work habits”) with the wellness benefits they create (“builds trust”, “reduces burnout”).</li><li>Use a <b>group brainstorm</b>: ask students to list “five things a good leader could do to support staff wellbeing”</li></ul> | <ul style="list-style-type: none"><li>Ask groups to write a short paragraph outlining how their ideal manager would promote corporate wellness in their future workplace.</li></ul> |

## Note

## Links to cross-cutting themes:

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entrepreneurial Thinking:</b>        | (LO 14.14 & 14.15) Encouraging leaders to think innovatively about corporate wellness and create new initiatives that motivate staff and improve organisational culture.                                                                                                                                                                                                                                                                                                                                               |
| <b>Ethics and Sustainability:</b>       | <ul style="list-style-type: none"> <li>• (LO 14.10 &amp; 14.13) Highlighting fair treatment, inclusion, equality and environmental responsibility as key parts of a sustainable workplace.</li> <li>• (LO 14.15) Emphasising the ethical duty of leaders to promote employee wellbeing and maintain a culture that values fairness and respect.</li> </ul>                                                                                                                                                             |
| <b>Digital Transformation:</b>          | <ul style="list-style-type: none"> <li>• (LO 14.3 &amp; 14.11) Exploring how technology transforms recruitment, communication and work structures.</li> <li>• (LO 14.12 &amp; 14.13) Analysing the opportunities and challenges of remote and blended working and their ethical and wellbeing implications.</li> </ul>                                                                                                                                                                                                 |
| <b>Business and Financial Literacy:</b> | <ul style="list-style-type: none"> <li>• (LO 14.1 &amp; 14.2) Showing how effective workforce planning and recruitment decisions help manage costs and support productivity.</li> <li>• (LO 14.7 &amp; 14.8) Linking training and professional development to long-term business performance and return on investment.</li> <li>• (LO 14.14 &amp; 14.15) Understanding that corporate wellness reduces absenteeism, enhances motivation and strengthens profitability through improved employee engagement.</li> </ul> |

## Assessments

| Formative                                                                                                                                                                                                          | Summative                                                              | AAC (Investigative Study) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------|
| <ul style="list-style-type: none"> <li>• Think–Pair–Share tasks</li> <li>• Group discussions and roleplays</li> <li>• Matching or fill-in-the-blanks activities</li> <li>• In-class Kahoots / Blooklets</li> </ul> | <ul style="list-style-type: none"> <li>• Written class exam</li> </ul> |                           |

## What examples/resources have we used before that we can adapt for this chapter?

*E.g. Think-Pair-Share, Roleplays, Debates, Inquiry tasks, Digital tools*

|                                |  |
|--------------------------------|--|
| <b>Think-Pair-Share</b>        |  |
| <b>Roleplays / Simulations</b> |  |
| <b>Inquiry Tasks</b>           |  |
| <b>Debates</b>                 |  |
| <b>Digital Tools</b>           |  |
|                                |  |
|                                |  |

## Teacher and Department Review

| 1. Teaching and Learning Effectiveness                                                                                                                                                                                                                                                                                                                                               | 2. Differentiation and Inclusion                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Did students engage actively with key concepts such as motivation, leadership and wellbeing, and demonstrate clear understanding by the end of the chapter?</li><li>• Which teaching strategies (e.g. discussion, case study, inquiry) were most effective in supporting learning outcomes, and which could be improved next time?</li></ul> | <ul style="list-style-type: none"><li>• Were all learners, including those needing literacy or language support, able to access and participate in the activities and discussions?</li><li>• Did group tasks and examples reflect diverse workplaces, roles and perspectives to promote inclusion and real-world relevance?</li></ul>                                       |
| 3. Resource Use and Gaps                                                                                                                                                                                                                                                                                                                                                             | 4. Connections and Continuity                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"><li>• Which classroom or digital resources (e.g. flashcards, Kahoots, worksheets) worked best in reinforcing understanding?</li><li>• Are there any gaps in examples, visuals or case studies that should be added or updated for next year?</li></ul>                                                                                             | <p><b>4. Connections and Continuity</b></p> <ul style="list-style-type: none"><li>• Did students clearly link this chapter's content (leadership, motivation, wellness) to other topics such as communication and culture?</li><li>• How can this learning be built on in future chapters or investigative study work to strengthen continuity across the course?</li></ul> |